

SYLLABUS
CHILD PSYCHOLOGY

Psychology 216

Tuesday and Thursday, 3:30 to 4:50
Room 112 Gregory Hall

Overview

The goal of this course is to examine children's development from infancy to young adulthood. Two major questions guide the course. First, how do children develop the psychological resources (e.g., knowledge and skills) that allow them to become successful adults? Second, how do differences among children come about? The course is taught by a team of instructors from the Developmental Division in the Psychology Department. Each instructor will lecture on research in her or his area of expertise.

Class Coordinator

Dr. Eva Pomerantz
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Teaching Assistants

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Note: To send an email to the coordinator and both teaching assistants, use this address:
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Instructors

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| Dr. Dan Hyde 621 Psychology dchyd@illinois.edu | Dr. Andrei Cimpian 615 Psychology acimpian@illinois.edu | Dr. Cynthia Fisher 619 Psychology clfishe@illinois.edu | Dr. Eva Telzer 623 Psychology ehtelzer@illinois.edu |
| Stephanie Sloane 605 Psychology ssloane2@illinois.edu | Cecilia Cheung 616 Psychology scheung3@illinois.edu | | |

Note: The instructor scheduled for the day will be available for questions immediately after class, or by appointment

Required Readings

Textbook: *How Children Develop, 3rd Ed.*, by Robert Siegler, Judy DeLoache, and Nancy Eisenberg

E-reserve Readings: In addition to the assigned chapters in the textbook, there are **required** readings for each exam, and these can be accessed at: <http://www.library.uiuc.edu/ereserves/querycourse.asp>

Web Resources

Illinois Compass: <https://compass2g.illinois.edu>

Grades, announcements and supplementary materials (for example, the syllabus, lecture notes, sample questions for each exam, information about getting Honors credit for the course) will be posted on Illinois Compass. For information on how to use Compass or on how to report problems, see: <http://www.cites.illinois.edu/>

Course Requirements

Exams

There will be **3 required** multiple-choice exams. Each exam will be non-cumulative and will test your knowledge of the material presented in the immediately preceding third of the class. Each exam will consist of 50 multiple-choice questions. Questions on the exams will cover all material for the course, including the lectures, textbook, and other readings. *Review sessions – times and dates to be announced – will precede all exams.*

Grades

1. Your final grade for the course will be based on a total of 150 points, and will be calculated as 3 exams x 50 points each = 150 points.
2. Grades will be assigned on a percentage basis: 100% to 95% = A, 94% to 90% = A-, 89% to 86% = B+, 85% to 83% = B, 82% to 80% = B-, 79% to 76% = C+, 75% to 73% = C, 72 to 70% = C-, 69 to 60% = D, Below 60% = F.

Bonus Points

1. In addition to the exams, we will give **6 in-class assignments** at various times during the semester. The assignments will be very short and will take a variety of forms. For example, you might be told about a finding and asked questions about it; or you might be asked to write something on what you already know about an upcoming topic. Each assignment of acceptable quality will be worth **1 point**. Completing **all 6** assignments will add **6 bonus points** to your final grade out of 150; this can raise your grade by 4 percentage points on a 100-point scale. **These assignments can only be submitted in class on the day they are given**; they are designed to allow your regular participation in the class to improve your grade.
2. You may contribute up to **3 hours of time as a research participant** for the Psychology Department's subject pool. Completion of each hour as a research participant will add **1 point**, up to **3 bonus points**, to your final grade out of 150. To register for the subject pool, go to: <http://uiuc.sona-systems.com/> and click on "Request an account". You will need to login to the system to register and to complete a short survey that will determine their eligibility for particular experiments. Once you are registered in the system, you will be able to search through available experiments and schedule your hours. Note that the option for this class is only three hours, not six hours as for Psych 100. If you choose to participate, you must complete your participation by **Thursday, November 29th, 2012** to receive credit. **Read the policies about no-shows and cancellations carefully. If you have questions about your research credits, contact subjects@cyrus.psych.illinois.edu.**
3. As an alternative to obtaining bonus points as a research participant (point 3. above), you may answer 2 essay questions on the e-reserve readings. Essay questions will be posted on our COMPASS website. Each essay should be 1 to 2 pages double-spaced. They must be handed in by **Thursday, November 29th, 2012**. Satisfactory completion of each essay will add **1.5 points** for a total of up to **3 bonus points** to your final grade out of 150. **You may choose either option-2 or option-3, but you cannot receive credit for both.**

Other than the bonus points described above (maximum = 9 points), there are no opportunities for extra credit.

Policies

1. You may make up an exam due to an excused absence **only** with the approval of Dr. Pomerantz. Valid excuses, such as sickness and family emergencies, must be accompanied by appropriate documentation (e.g., a doctor's note) and will allow you to take a make-up exam **only** during the TAs' office hours the week following an exam.
2. If you are experiencing a problem and need to speak to someone on campus please contact your emergency dean through the following link: <http://www.odos.uiuc.edu/emergency/>. Emergency deans can provide documentation necessary to make up exams.
3. Per University of Illinois policy, students caught cheating or engaging in any other form of academic dishonesty may receive an F for the class.
4. Students requiring special accommodations should notify Dr. Pomerantz as soon as possible. Accommodations will follow procedures in the Student Code Section 1-110 http://admin.illinois.edu/policy/code/article1_part1_1-110.html.

| Date | Topic | Instructor | How Children Develop | Readings on E-Reserve |
|---------------|---|------------|---|-------------------------|
| 28-Aug | Introduction | Pomerantz | | |
| 30-Aug | Methods in Developmental Psychology | Hyde | Ch. 1, 25-37; Ch. 3: 96-97, 105-107; Ch. 5: 178 | |
| 4-Sep | Biology, Behavior, and Brain Development I | Hyde | Ch. 2, 53-67, 70-79 | |
| 6-Sep | Biology, Behavior, and Brain Development II | Hyde | Ch. 3, 85-104, 108-115 | Sugita |
| 11-Sep | Numerical Development | Hyde | Ch. 5, 182-184, 206-207; Ch. 7, 288-293; Ch. 8, 332-336 | Feigenson et al. |
| 13-Sep | Spatial Development | Hyde | Ch. 5, 184-185, 197-199; Ch. 6, 252-255; Ch. 7, 279-283 | |
| 18-Sep | Theory of Mind | Cimpian | Ch. 5, 208-211; Ch. 7, 266-272 | Onishi & Baillargeon |
| 20-Sep | Conceptual Development I | Cimpian | Ch. 7, 264-266, 273-288 | |
| 25-Sep | Conceptual Development II | Cimpian | Ch. 7, 264-266, 273-288 | |
| 27-Sep | MIDTERM 1 | | | |
| 2-Oct | Eyewitness Testimony | Cimpian | Ch. 4, 146-150 | Bruck & Ceci |
| 4-Oct | Culture and Development | Cimpian | Ch. 1, 19-21; Ch. 9, 362-377; Ch. 16, 640-643 | Morelli et al. |
| 9-Oct | No Class | | | |
| 11-Oct | Infant Preparations for Language: Social Knowledge | Fisher | Ch. 6, 231-232, 237-239 | Nurmsoo & Bloom |
| 16-Oct | Infant Preparations for Language: Speech Perception | Fisher | Ch. 6, 216-219, 223-230 | Werker |
| 18-Oct | First Words and Sentences | Fisher | Ch. 6, 232-246 | |
| 23-Oct | Mechanisms of Language Learning | Fisher | Ch. 6, 219-223, 246-251 | Goldin-Meadow & Feldman |
| 25-Oct | Intelligence | Fisher | Ch. 8, 298-322 | |
| 30-Oct | MIDTERM 2 | | | |
| 1-Nov | Early Moral Development | Sloane | | Sloane et al. |
| 6-Nov | Later Moral Development | Pomerantz | Ch. 14, 544-566 | |
| 8-Nov | Parenting | Pomerantz | Ch. 12, 464-481 | Pomerantz & Wang |
| 13-Nov | Divorce and Remarriage | Pomerantz | Ch. 12, 481-500 | |
| 15-Nov | Motivation and Achievement | Pomerantz | Ch. 9, 352-353 | Eccles et al. |
| 20-Nov | Thanks Giving Break | | | |
| 22-Nov | Thanks Giving Break | | | |
| 27-Nov | Gender Development | Pomerantz | Ch. 15 | Auyeng et al. |
| 29-Nov | Peer Relationships | Cheung | Ch. 13 | |
| 4-Dec | Racial/Ethnic Identity Development | Telzer | Ch. 11, 446-448 | Phinney |
| 6-Dec | Parental Ethnic Socialization | Telzer | | Hughes et al. |
| 11-Dec | MIDTERM 3 | | | |